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ABSTRACT

A descriptive study examined in detail the student teaching experience in terms of the characteristics and behaviors of cooperating teachers, student teachers, and university supervisors. The interactions, personal and professional, between and among these participants were analyzed, as well as the contexts of the schools and universities in which the student teaching was carried out. This executive summary of the inquiry is introduced by the presentation of a rationale statement, an overview of the problem of student teaching, a conceptualization of student teaching, and a set of research questions which guided the effort. Section 2 reports the methods and procedures used in conducting the study, with particular attention given to both quantitive and qualitative research modes. The sites and participants used in the study are described in section 3. Section 4 presents conclusions which emerged from the study. (JD)

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Research and Development Center for Teacher Education

The University of Texas at Austin

Austin, Texas 78711

EXECUTIVE SUMMARY

CLINICAL PRESERVICE TEACHER EDUCATION: FINAL REPORT OF A DESCRIPTIVE STUDY

Gary A. Griffin, Principal Investigator

Susan Barnes, Robert Hughes, Jr.,
Sharon O'Neal, Maria E. Defino,
Sara A. Edwards and Hobart Hukill

Report No. 9026

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Preface

Central to the implementation of a professional education program is the opportunity to learn about, practice, and demonstrate knowledge and skill considered necessary to function in the profession. In teacher education, the major program component in which this opportunity is provided is student teaching.

Although student teaching has long been considered the capstone of a teacher preparation sequence in colleges and universities, it has not received comprehensive research attention. The Research in Teacher Education (RITE) program area of the Research and Development Center for Teacher Education at the University of Texas at Austin developed and implemented a multi-site, multi-method, semester-long study of student teaching during the 1981-1982 academic year. The objectives of the study were centered on providing a rich description of the phenomenon such that it could be better understood and, it is hoped, made more effective.

This document is the executive summary of the final report of that study. It is one of a series of published statements that have grown out of the extensive data sets that were developed for the study. Other more specific and technical treatments of many of the themes in this report are noted throughout the text. A list of the other publications in the series can be found at the end of this document.

A research effort as complex as this one could not have been accomplished without the active participation of a group of intellectually able and practically sensible persons. In addition to the persons named on the title page of this document, many others have helped us accomplish our research goals. The late Helen Durio made a major impact upon the conceptualization of the study, substantively and methodologically. Significant contributions were

made by Heather Carter, Hugh Munby, Linda Mora, Frank Campos, Luann McLarry, and Lupita Guzman. Pauline Walker, Jan Nespor, Leticia Galindo, and Jennie Birchall spent many hours coding qualitative data. Freddie Green and Vicky Rodgers provided both personal and technical support during data collection and analysis and in their efficient production of this and other reports.

Finally, the more than two hundred public school and university participants in the study, who have been promised anonymity, have earned our gratitude for allowing the RITE staff to become part of their professional lives. Their personal and professional generosity demonstrated a major commitment to providing answers to persistent questions about student teaching.

Gary A. Griffin

Principal Investigator

Section 1

RATIONALE, PROBLEM, PURPOSES

This document presents a summary of the findings of a large-scale, multi-site, multi-method descriptive study of preservice clinical teacher education, typically known as student teaching, conducted by the Research in Teacher Education (RITE) program area of the Research and Development Center for Teacher Education at the University of Texas at Austin. The study was comprehensive in its attention to a large number of variables, singly and in interaction. The study was also comprehensive in that it focused not only on student teachers but also on cooperating teachers, university supervisors, school system and higher education officials, and the university and public school settings in which the clinical teacher education experiences were enacted.

Data collection for the study took place during the fall of 1981. The participants in the study were engaged in the student teaching experience as a consequence of their membership in two large universities as student or faculty and/or in one or more of thirty-five elementary and secondary schools providing placements for student teachers. The schools were located in two cities, one metropolitan and highly urban in nature and one mid-sized and less urban. These differences and others provided the research team with an unprecedented opportunity to examine the student teaching experience from a variety of perspectives in order to determine both similarities and differences in programs, practices, and participant characteristics.

This summary is one of a series of publications which emerged from the inquiry into clinical preservice teacher education. The other reports tend to be more technical in nature and more detailed in regard to certain of the research questions and issues reported herein. These publications are noted

in the text of this document where appropriate and the reader is urged to examine them when more specific or detailed information is desired.

The purposes of this introductory section are to (1) provide a rationale for inquiring into preservice clinical teacher education, (2) advance the conceptualization of the experience which guided the present research effort, (3) report the purposes of the study, and (4) provide an overview of the remainder of this summary.

Why Study Student Teaching?

The RITE program accepted in 1980 the mission of promoting research-based understanding of teacher education. This mission will be accomplished as a consequence of sustained, systematic inquiry. Obviously, the availability of human and material resources influences the degree of comprehensiveness which can be expected of RITE. After a period of deliberation, formal and informal, with practitioner and research colleagues, it was decided that RITE would concentrate its initial research efforts on the element which distinguishes teacher education from many other fields: its clinical component. This study was the first of a series which will examine clinical teacher education at preservice, induction, and inservice levels of experience.

The decision to focus upon the clinical education of teachers-to-be and career teachers led logically to a concentration of effort upon student teaching. At least six arguments can be used to support the study of student teaching by a national research center concerned with educational issues and problems.

First, it is conventional wisdom that teachers, when recalling their teacher education programs, acknowledge that the student teaching experience is believed to have been the most valuable and the most helpful component of that program. One might argue that this position is dependent more upon the

principle of recency and the relative direct relation between student teaching and practice in classrooms than the content of the experience. It has been pointed out, for example, that when teachers say they weren't "taught" something in college courses, it may be that they do not recall that teaching because of the myriad learning opportunities presented to them. Yet, the persistence and pervasiveness of the expressed belief that student teaching is the most beneficial component of preservice teacher education suggests the need to better understand it.

Second, there does not presently exist a solid knowledge base regarding student teaching. A survey of literature related to teacher education reveals a paucity of information regarding student teaching from a research perspective. When descriptors which would logically be designated for student teaching are added to the more general teacher education ones (e.g., student teaching, clinical education, clinical experiences for teachers, etc.), the yield from ERIC searches is not substantially greater or qualitatively different. What one finds is a set of proposals for action with some reports of practice. Research-based propositions are conspicuous by their absence.

Journals of professional groups concerned with teacher education are potential sources of research-derived understanding and proposals for improving practice. These publications, however, tend to include reports of practice, as noted above, and/or prescriptions for selection of cooperating teachers and examples of "desirable" experiences for student teachers. There is little evidence that these proposals, prescriptions, and propositions are based on comprehensive programs of research. The current research-derived knowledge base appears to be too limited to direct decisions and practices in clinical experiences for prospective teachers. The RITE study is believed to be a means to act upon this situation.

Third, there have been many criticisms of the tenuous link between colleges and universities and school systems. This criticism has led to a concern for the development of what has come to be called "institutional linkage" and to the concern that persons be helped to understand the role of "linkers." The assumption that institutions with like missions and with similar concerns regarding those missions should be in some mutually beneficial relation to one another is a valid one. But, as Miles (1964) has pointed out, schools tend to live in isolation from other schools and from institutions with like purposes and like activities.

The most persistent and common programmatic link between public schools and colleges and universities is the student teaching component of teacher preparation. Students in colleges or schools of education are expected, as part of their courses of study, to engage in teaching in actual classrooms. Institutions of higher education establish relationships with nearby school systems whereby the college students work as teachers under the guidance of teachers in service. Typically, the college student is assigned to a classroom for a period of time lasting from 10 to 30 weeks wherein he or she gradually assumes responsibility for the class's activities. More often than not, this relationship between cooperating teacher and student teacher is overseen by a higher education person and by an administrative officer of the local school system.

Observation of practice suggests that this relationship between the higher education institution and the local school system may be more beneficial for the college or university than the school system. The college or university receives convenient sites for its students teachers' clinical practice, thus facilitating completion of a state-mandated requirement at little cost to the college or university. Beyond some additional

instructional assistance in isolated classrooms, however, the benefits appear to be minimal from the perspective of the school system. In order to increase the power of the experience for the preservice student, increase the benefits to the participating teachers and the school systems, and inform the academic and professional courses of study presented to teacher candidates, it appears necessary to better understand the nature of this linkage.

Fourth, educators are relatively naive about the personal and professional characteristics of an "effective" cooperating teacher and are unclear as to the most efficacious match of student teacher and cooperating teacher. There is only speculation regarding the influence of different contexts in which both cooperating teacher and student teacher interact. There is unsureness about defined activities for student teachers and/or cooperating teachers. Yet, these teachers being certified and licensed warrant the best and most effective experiences possible. A carefully constructed and logically derived set of propositions from a solid research base will aid in decision making regarding these professional education opportunities.

Fifth, it is likely that the combination of declining enrollments in colleges of educations, the aging of teachers in service, and an observable increase in births will result in the need for more teachers during the 1980's and early 1990's than might be expected in an assessment of the current placement scene. A similar need subsequent to the "baby boom" of the 1940's was met by putting into practice a rush of ill-conceived programs. A systematic effort now to understand the process of teacher education will aid in planning for quality programs to meet the projected need for large numbers of well qualified teachers.

Sixth, the study of the clinical component of teacher education provides the additional opportunity to understand teachers at varying points on a career continuum and from multiple perspectives. A principal focus of needed research into this arena is the role, function, activities, and apparent effects of cooperating teachers, along with the concerns that neophyte teachers, relatively new teachers, and experienced teachers have about such issues as institutional press, context influence, changing pupil populations, and professional development needs. Examination of the student teaching experience also reveals strengths and weaknesses of preservice programs of study from the perceptions of college students and teachers in service. The implications are potentially powerful in that match-mismatched relationships between courses of study and other variables such as school expectations, staff development opportunities, teacher decision making, and teacher-community relationships need to be better understood.

In summary, among the arguments selected to support the inclusion of this study of the clinical component of preservice teacher education in RITE's research agenda are (1) the value placed upon that experience by teachers in service and teacher candidates, (2) the relatively sparse knowledge base regarding the experience, (3) the possibility that a better understanding of this aspect of teacher education will increase the benefits related to higher education and school system relationships, (4) the persistence of teacher education as an academic program during times of decreased demand for teachers, (5) the demographically-based speculation that the demand for teachers will increase in the relatively near future, and (6) the opportunity such a study offers in terms of inquiry related to teacher education issues.

Conceptualization of the Research Effort

Any large-scale inquiry requires a guiding conceptualization to provide direction for data collection and analysis as well as to delimit the number of possible avenues of questioning. This descriptive study depended upon a conceptualization with three principal components: (1) the participants in student teaching (the university supervisor, the cooperating teacher, and the student teacher); (2) the interactions, personal and professional, between and among these participants; and (3) the contexts of the schools and universities in which student teaching is carried forward. These components were examined in isolation and in their interactiveness.

Regarding the first component, the participants, it was considered important to determine, from a variety of perspectives, what personal and professional attributes cooperating teachers, student teachers, and university supervisors bring to the work of student teaching. As will be noted in subsequent sections of this report, certain constructs were selected for inclusion in this study on the evidence provided by prior inquiries. For a detailed review of the research and propositions which led the RITE research team to include these constructs, see Griffin, Hughes, Defino, & Barnes (Note 1).

The participants in this descriptive study responded to a battery of instruments, certain of the measures administered once and others administered three times. The personal and professional attributes examined by the instruments were Empathy, Locus of Control, Flexibility, Educational Preference, Teacher Concerns, Self-Esteem, Conceptual Level, Cognitive Style, Work-Life Perceptions, and Vocabulary.

The second component of the conceptualization, interactions of the participants, rests largely upon the cooperating teacher-student teacher-

university supervisor relationship. Although previous work has addressed the nature of the relationship among university supervisors, cooperating teachers, and student teachers, it is believed that this study contributes to the understanding of that relationship such that programs designed to select and instruct participants in the student teaching experience could be developed.

Prior research has indicated several influences upon human interaction. For example, Conceptual Level (Hunt, 1971) has been indicated, as an influence as have the cognitive processing abilities of supervisors (Glassberg & Sprinthall, 1980). Also, there may be differences in the expectations brought to the interactions and the satisfaction which emerges from them. These expectations and levels of satisfaction are probably influenced to some degree by the person's educational philosophy. As noted above, these personal/professional characteristics were examined in terms of individual participants in the RITE study as well as in their relation to interactions of participants.

The third component included in the conceptualization, contexts, was examined as it impinged, positively and/or negatively, upon the student teaching experience. Multiple contexts, some overlapping and some distinct, were included as objects of data collection for the present study.

Figure 1 illustrates the complexity of institutional relationships which come to bear upon the personal and organizational variables related to the student teaching experience. When the cooperating teacher is identified by a school system official and then selected by a college-university supervisor of student teaching to participate in a student teaching program, there is the interaction of the cooperating teacher, the system of governance of the school system, and the policy and procedural systems of the college/university coming

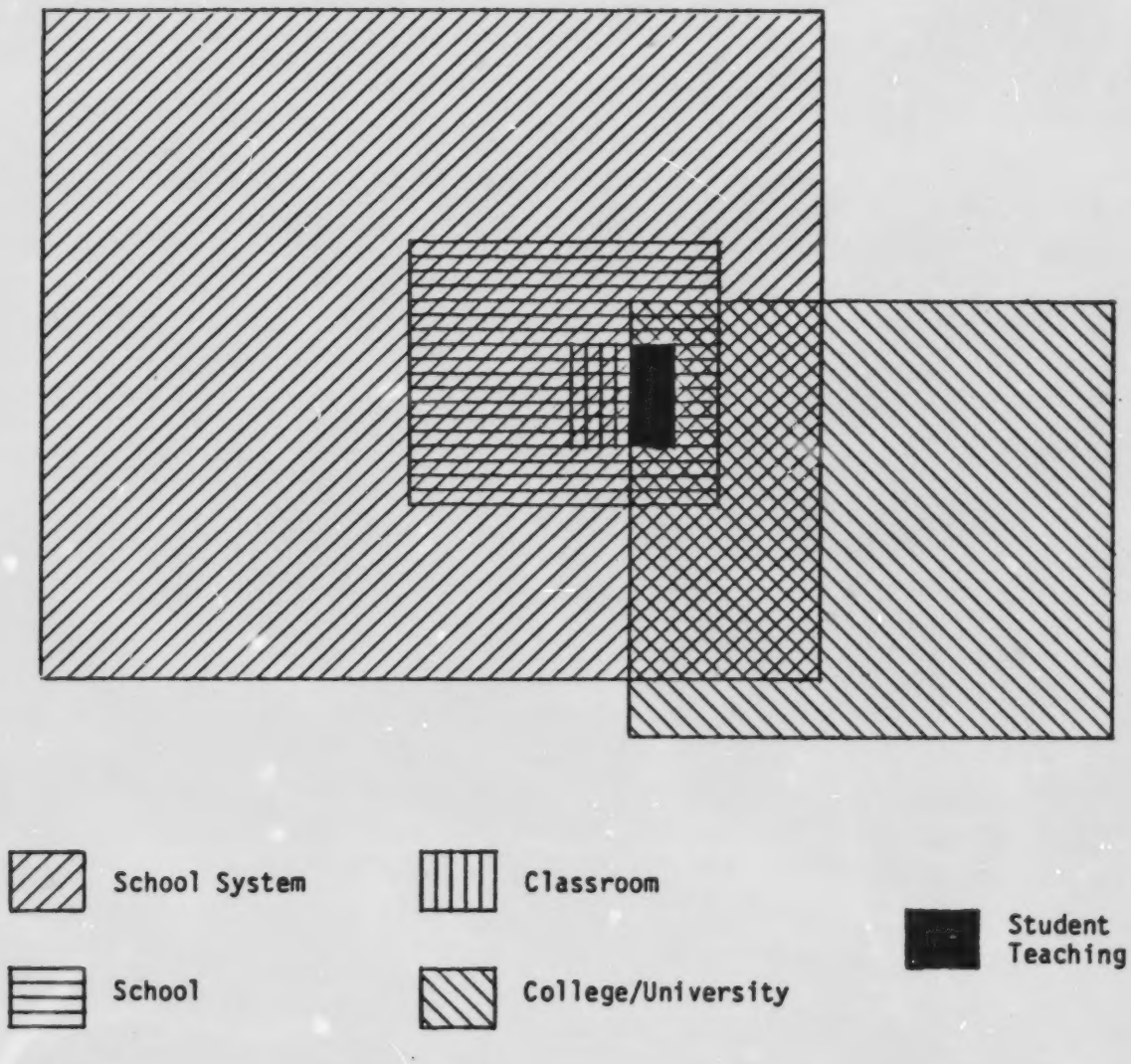

Figure 1. Institutional contexts and student teaching

to bear upon the student teaching experience. In addition the classroom context interacts with these other contextual variables. The school is not devoted entirely to providing a student teaching experience; norms and regularities are in effect before, during, and after a student teacher is placed, which the student teacher may or may not be aware of. The school as an educating institution is involved in schedules, sets of events, norms, and sanctions. For our purposes the diagram illustrates the hypothetical relationships which could, and often do, come to bear upon the student teaching component of teacher preparation. These relationships, varying in intensity and in purpose and procedures, can enhance or hinder the effectiveness and satisfaction of all participants.

The major context issues of student teaching which were studied in this descriptive research included the formal and informal properties of the university and the school system, the characteristics of the classrooms and schools in which student teaching was implemented, the rules and policies regulating the process, and the participants' beliefs and perceptions regarding these context variables.

Purposes of the Study

The overall purpose of this study was to describe in detail the student teaching experience in terms of the characteristics and behaviors of cooperating teachers, student teachers, and university supervisors of student teaching as well as the interactions of these persons and their institutional contexts.

The following specific research questions, although presented as discrete entities, are acknowledged as being interdependent. The questions are presented in terms of the conceptualization already discussed.

Individual Differences in Teacher Education

1. What personal, professional, and demographic characteristics do cooperating teachers, student teachers, and university supervisors bring to the student teaching experience?
2. How do these personal, professional, and demographic characteristics relate to one another?
3. How do these personal, professional, and demographic characteristics relate to the student teaching outcomes of satisfaction, expectations, performance ratings, and institutional evaluations?
4. What professional experiences, skills, knowledge, and behaviors do cooperating teachers, student teachers, and university supervisors bring to the student teaching experience?
5. What prior experiences do student teachers bring to the student teaching experience?
6. What expectations do cooperating teachers have of their role in the student teaching experience?
7. What expectations do student teachers have for their student teaching experience?

The Student Teaching Experience - Interactions

1. What are the natures of the interactions between and among cooperating teachers, student teachers, and university supervisors?
2. How and to what degree do these interactions relate to student teaching?
3. What is the nature of the supervisory process in student teaching?
4. What dominant patterns of teaching behavior can be determined for cooperating teachers and student teachers?
5. What is the relation between the cooperating teachers' teaching of elementary and/or secondary students and the student teachers' teaching of

elementary and/or secondary students?

6. What role is played by the university supervisor in the conduct of the student teaching experience?
7. What criteria are applied by cooperating teachers in their assessment of the student teachers and the student teaching experience?

The Contexts of Student Teaching

1. What are the formal and informal organizational properties of the public schools and the university that impact upon student teaching?
2. What are the demographic characteristics of the schools and universities?
3. What relation do the organizational properties have to student teaching?
4. What relation do the demographic characteristics of the schools and universities have to student teaching?

These research questions provided guidance to the research team during data collection and data analysis. For reporting purposes, however, they are less useful in that discrete attention to them, question by question, would mask the complexity of the student teaching enterprise and, in some instances, trivialize the findings of the study. Therefore, this report has been organized such that the research questions are responded to but the responses are presented in a different form.

Organization of the Report

This executive summary of the inquiry into student teaching has been introduced by the presentation of a rationale statement, an overview of the problem of student teaching, a conceptualization of student teaching, and a set of research questions which guided the effort. Section 2 reports the methods and procedures used in conducting the study with particular attention given to both quantitative and qualitative research modes. Section 3 describes the sites and participants used in the study.

Section 4 presents conclusions which emerged from the RITE study of student teaching.

Section 2

METHODS AND PROCEDURES

To provide the broadest descriptive picture of clinical preservice teacher education both quantitative and qualitative data collection procedures were utilized.

Background Questionnaire

To obtain a general description of the demographic and background characteristics of the participants, a questionnaire was developed. This questionnaire included questions about gender, ethnicity, parents' occupation and education, and birth order. The questionnaire also included questions about the participants' school experience (elementary through graduate training) in terms of the SES, ethnicity, size, and general impression of these experiences. Information was also obtained about current teaching activities, and information about other work experiences. This questionnaire was administered to all participants at the beginning of the semester.

Schedule of Data Collection

During the first weeks of student teaching, the following instruments were administered to all members of the student teaching triads at State University and Metropolitan University: Educational Preference Scale, Paragraph Completion Text, Teacher Concerns Questionnaire, an adaptation of Rehfish's Rigidity Scale called Rigidity-Flexibility Index, Quick Word Test--Adult Form, James Internal-External Locus of Control--Short Form, Empathy Construct Rating Scale, and Self-Perception Inventory. Participants also completed the Background Questionnaire.

Qualitative data collection began when the student teachers were in the public schools but not yet teaching. The student teachers made daily entries into their journals from time of entry into their schools until they had

completed their first full week of teaching duties. They then made entries twice weekly. The cooperating teachers began making journal entries twice weekly, on Monday and Thursday throughout the semester. The university supervisors made entries into journals recording all meetings, conferences, and observation. The schedule of entries for the university supervisors was not specified but continued throughout the semester.

The first week that the student teachers began extensive, full-class teaching (typically about the fifth week of school) the first observations of the student teachers were made. These and four subsequent classroom observations included a focus on cooperating teacher-student teacher interactions in addition to the more usual foci for classroom observations.

At approximately the middle of the semester (weeks 7-9) several of the quantitative measures were administered again to both the general and intensive samples, including the Educational Preference Scale, Teacher Concerns Questionnaire, Rigidity-Flexibility Index, Internal-External Locus of Control Scale, Empathy Construct Rating Scale, and Self-Perception Inventory.

During the final weeks of student teaching, the observations (student teachers only) and interviews (third for both cooperating teachers and student teachers) were completed. The university supervisors participated in their third interview. Journals and audio recordings were continued. Finally, all members of the triad in both the general and intensive samples were again administered the Educational Preference Scale, the Paragraph Completion Test, the Teacher Concerns Questionnaire, the Rigidity-Flexibility Index, the James Internal-External Locus of Control Short Form, the Empathy Construct Rating Scale, the Self-Perception Inventory, the Teacher Work-Life Inventory, and the Embedded Figures Test. Those triad members not in the intensive sample provided written answers to the exit interview schedule given to the intensive

sample. The outcome measures were also administered to all participants. These included performance rating scales, expectation measures, and a satisfaction scale for the student teachers.

Personality Instruments

Many personal qualities have been suggested as being related to teaching and teacher education. Data were collected on four personality constructs: Empathy, Flexibility, Locus of Control, and Self-Esteem. Each of these measures is briefly described below.

Empathy Construct Rating Scale (Empathy). The Empathy construct focuses on the helper-client relationship and is defined as follows: "Empathy signifies a central focus and feeling with and in the client's world. It involves accurate perception of the client's work by the helper, communication of this understanding to the client, and the client's perception of the helper's understanding" (LaMonica, Note 2, p. 10). The original 84-item scale was developed to measure empathy among nursing and health care professional (LaMonica, Note 2). It is a self-report, Likert-response instrument which LaMonica validated through Campbell and Fiske's (1959) multitrait-multimethod approach. A shorter, 23-item version (internal consistency coefficient (alpha) = .87) was adapted by the RITE staff from the original for use in the study.

James Internal-External Locus of Control Short Form (Locus of Control). Rotter (1966) defines Locus of Control as the degree to which individuals believe that their lives are within their control. The James instrument consists of 11 self-report items in Likert-response format.

Different Situations Adaptation Scale (Flexibility). The Flexibility construct measured by this instrument relates to the capacity to change and to tolerate differences in interpersonal, social settings (Hughes, Griffin, &

Defino, Note 3). Thus, it contrasts with more cognitive, intrapsychic constructs of flexibility such as Guilford's (1967) divergent thinking or Witkin's (Witkin, Goodenough, & Oltman, Note 4) cognitive style. Rehfish's (1958) Rigidity Scale was modified by the addition of 26 behaviorally-oriented items (for example, "Is uncomfortable in situations in which differences of opinion are aired."). These new items were placed in a Likert-response format. The expanded version, retitled the Different Situations Adaptation Scale (Hughes, et al., Note 3), was pilot-tested with a sample of 63 classroom teachers. Those items with the lowest interitem and item-scale correlations were removed, resulting in a 17-item instrument (alpha = .89). Convergent and discriminant validity was established using the Campbell and Fiske (1959) multitrait-multimethod design.

Self-Perception Inventory--Teacher Form (Self-Esteem). This instrument measures Self-Esteem as a function of the system of perceptions which a teacher formulates as part of an awareness of himself/herself as a teacher (Soares & Soares, 1980). These perceptions might be generally positive or negative, higher or lower, but are comprised of both positive and negative valences.

Cognitive Instruments

In addition to indicators of personality this study sought to describe the cognitive characteristics of the participants. Data were collected, using three cognitive measures: Paragraph Completion Test (Conceptual Level), Embedded Figures Test (Cognitive Style) and the Quick Word Test (Vocabulary). Each of these instruments is described below.

Paragraph Completion Test (Conceptual Level). The PCT is a measure of adult development which is based on the Conceptual Systems Theory of Harvey, Hunt, and Schroder (1961). The model was developed in the contexts of staff

development, teaching, and counseling and it described a regular series of stages (conceptual levels) through which individuals move. It is assumed that the way in which a person organizes his or her world, not only the physical objects in it, but particularly the interpersonal relationships, determines and reflects the conceptual level of that person. The PCT is designed to tap the ways in which a person organizes his or her interpersonal world and, thus, to show the conceptual level at which the person functions (Schroder, Driver, & Streufert, 1967).

Group Embedded Figures Test (Cognitive Style). This instrument is one of several developed by Witkin and his associates as a perceptual measure of field dependence-independence, more generally referred to as cognitive style or differentiation (Witkin, Oltman, Raskin, & Karp, 1971). The GEFT is an adaptation of the original EFT which permits more flexible administration. In both versions the subject is presented with a series of complex figures each of which incorporates a simple figure. The subject's task is to identify the incorporated simple figure.

Quick Word Test (Vocabulary). This instrument assesses vocabulary level for the purpose of quickly estimating general intelligence (Borgatta & Corsini, 1960). It is based on the assumption held by psychometricians that the understanding of the meanings of words is the best single indicator of mental ability. The QWT correlates (.80's) with the Wechsler Adult Intelligence Scale and with other measures of general intelligence (Grotelveschen & Knox, 1967).

Teacher Instruments

In addition to the broad descriptions of the participants, a description of teaching related behaviors and attitudes was also sought. To describe the teachers the participants were asked to complete the Educational Preference

Scale (Educational Preference), the Teacher Concerns Checklist (Self, Task, and Impact concerns), and the Teacher Work-Life Inventory (Institutional Constraints, Rewards, School Norms, Dissatisfaction, Executive Responsibilities). Each of these instruments is described below.

Educational Preference Scale (Educational Preferences). This instrument measures an individual's position between the philosophical poles of traditionalism and process-centered progressivism. Respondents indicate their positions between bipolar statements via a five-point Likert-response scale.

Teacher Concerns Checklist (Self, Task, Impact). This instrument is based on Fuller's (1969) Concerns Theory which states that initially in their careers teachers are concerned about self-protection and consolidation (Self). Later their concerns shift more to the demands of their jobs (Task). Finally, as they mature professionally, their concerns focus on the effects of their teaching on students (Impact). The TCC, then, consists of 56 items which are grouped into three factors: (1) Teacher Self-Concerns; (2) Teacher Task Concerns; and (3) Teacher Impact on Student Learning Concerns.

Teacher Work-Life Inventory (Initial Constraints, Rewards, School Norms, Dissatisfaction, Executive Responsibilities). This instrument was developed to explore the character of the work-life of teachers and, thus, complement measures of organizational climate (Blumberg, & Kleinke, Note 6). The authors point out that there have not been valid and systematic means to inquire into the school as a work environment. Toward that end they began the development of the TW-LI which directly and systematically inquires of teachers about the character of their work place. The authors explicitly state that the TW-LI is a research instrument that may be further refined as it is used in wider contexts.

Outcome Instruments

One of the biggest difficulties in assessing the impact of student teaching has been identifying suitable outcome measures. Unlike the achievement measure for assessing the effects of teaching on student learning there are no generally agreed-upon outcome measures for student teaching. On the basis of a review of the literature (Griffin, et al., Note 1) and the recommendation of experts at a national conference on student teaching (Griffin & Edwards, Note 7), three types of measures were selected: expectation scales (i.e., measures indicating the degree to which expectations about student teaching were met), performance rating scales (measures of the degree to which each participant (student teacher, cooperating teacher, and university supervisor) carried out his or her responsibilities, and student teacher satisfaction. In addition to these instruments which were developed by the RITE staff, the final evaluation forms used by each university were also included for additional outcome data.

Qualitative Data Collection Procedures

The intensive sample was also asked to provide additional qualitative information about the student teaching experience through interviews, journals, conference records, classroom observations, and program descriptions. Each of these data collection procedures is briefly described below.

Interviews. Each of the participants in the intensive sample was interviewed three times during the semester: at the beginning, middle, and end of the semester. An interview protocol was developed for each role group (student teachers, cooperating teachers and university supervisors). When possible and appropriate, all three members of the triad were asked similar

questions as a way of examining the similarities and/or dissimilarities in perception of the experience.

The first interview explored the participants' views of teaching and their orientation toward student teaching. The cooperating teachers and university supervisors were asked numerous questions about their views on their roles and functions in student teaching, their attitudes toward the teacher education institution, their work schedules, and a description of their methods for initiating student teachers into the profession. The student teachers were asked questions about their preparation and their expectations for student teaching.

In the mid-semester interview the participants were asked questions about activities and roles in student teaching. The cooperating teacher and university supervisor were asked about their training procedures, observations of the student teacher, feedback, and evaluation procedures. Additionally, they were asked about their duties and responsibilities, effects of the school context, and their relationships with other school and university personnel. The student teachers were asked about their practice teaching experience, involvement in school activities and about their relationships with school and university personnel.

The interview at the end of the semester covered many of the same topics as the mid-semester interview in regard to responsibilities and relationships. Additionally, these interviews included questions about evaluation procedures. For the student teachers, these final interviews included questions about their readiness for the classroom and plans for the future.

Journals. Each of the participants in the intensive sample was also asked to keep a journal describing reactions during the semester. It was thought that the journals would tap important information about the student

teaching experience which might not come out in the contexts of structured interviews and conferences. This method of data collection was included to capture the more personal, daily experiences of the participants. Each participant was asked to record events in his/her journal at least twice during the week. They were given some example journal pages and a set of guideline questions as a way of directing their entries. For student teachers these guideline questions focused on what was happening in the classroom and their interactions with the cooperating teachers and university supervisor. For the cooperating teacher and university supervisor the guideline questions directed them to provide information about their supervision and their personal reactions to working with a student teacher in the classroom.

Conference records. At the beginning of the semester all cooperating teachers were provided with cassette tape recorders for the purpose of recording their conferences with the student teachers. It was suggested that the cooperating teachers record both formal and informal conferences. That is, both evaluation and planning conferences as well as occasional discussions about every day affairs of the classroom.

Classroom observations (narratives). The teaching of both the cooperating and student teacher was observed during the semester. The cooperating teacher was observed at least three times during the semester and the student teacher at least four times. The observations were between two and three weeks apart over the course of the semester. The classroom observations were designed to obtain a record of the teaching styles of the cooperating teacher and the student teacher as well as information about their style of working together in the classroom.

The observer was instructed to write a description of classroom events focusing on instructional management, inappropriate student behavior,

management of behavior, classroom climate, treatment of individual differences, teaching methods, questioning techniques, administrative activities, and use of time. The observer was also asked to record information regarding the interactions of the student teacher and cooperating teacher during the observation period. That is, were there discussions, evaluations, and/or demonstrations that involved the training of the student teacher?

Program description. In addition to these sources of information, the RITE staff collected all available materials regarding the teacher preparation programs at the two institutions. These documents included descriptions of the curriculum and coursework for teacher education as well as materials related specifically to student teaching. The documents regarding student teaching included guidelines for all of the participants (university supervisor, cooperating teacher, and student teacher) regarding supervision, responsibilities, and evaluation. These materials were collected and analyzed.

A detailed discussion of the quantitative instrumentation, including findings related to individual constructs and the relations among constructs can be found in Hughes and Hukill (Note 5) and in the full final report of the study (Griffin, Barnes, Hughes, O'Neal, Defino, Edwards, & Hukill, Note 8).

Section 3

PARTICIPANT AND SITE DESCRIPTION

To conduct a descriptive study of student teaching a wide range of participants and two sites were selected. This section includes a brief description of the participants and sites involved in the study. More specifically, characteristics of the participants, the universities, and the elementary and secondary schools will be presented.

Participant Description

Student teachers and their respective cooperating teachers and university supervisors from two universities participated in the study. (Pseudonyms have been used to identify the universities, school districts, and cities involved in the study.) From State University, where student teachers were placed in two school district schools in the Lakeview area, there were 44 student teachers, 43 cooperating teachers, and 13 university supervisors. From Metropolitan University and Urban Unified school district, 49 student teachers, 45 cooperating teachers, and 4 university supervisors participated. The total sample included 93 student teachers, 88 cooperating teachers, and 17 university supervisors. All the university supervisors were charged with the supervision of more than one student teacher.

This sample of participants was composed of two sub-samples: general and intensive. The intensive sample consisted of a select group of 20 clinical triads. These triads were selected prior to the beginning of the school year. The RITE staff contacted both universities and school districts and asked their representatives to nominate cooperating teachers whom they would judge to be "effective." University personnel, university supervisors and principals made recommendations of effective cooperating teachers to the RITE staff. The person doing the nominating was also asked to specify the criteria

on which they judged "effectiveness." Those cooperating teachers and the student teachers and university supervisors to whom they were assigned composed the "intensive" sample. The intensive sample was composed of 20 cooperating teachers and 20 student teachers, 10 from each site, and nine university supervisors. The remaining student teachers, cooperating teachers, and university supervisors were called the "general" sample. As was described in Section 2 the data collection was more extensive with the intensive sample than with the general sample.

The demographic and background information for each group of participants (student teachers, cooperating teachers, and university supervisors) is provided in Table 1. A contingency table analysis was conducted with all demographic data by site (i.e., Urban vs. Lakeview) and sample (i.e., general vs. intensive). No significant differences were noted.

The background data on the student teachers, cooperating teachers and university supervisors indicate that a diverse group of persons was included in the sample. They originated from a wide variety of family, educational and teaching backgrounds. The broad range of background characteristics of the participants in this study provided an opportunity to examine the relation of these previous experiences to the student teaching experience.

Site Description

Characteristics of participating universities. Two universities were involved in this study; Metropolitan University and State University. Metropolitan University is an exclusive private institution of approximately 27,000 students located in a major urban area. Its College of Education includes 58 full-time faculty, nine joint appointments, and 110 adjunct faculty and lecturers. State University, on the other hand, is one of the largest state institutions in the country, enrolling close to 47,000 students.

Table 1

Descriptive Statistics for Total Sample
from Background Questionnaire

	Metropolitan University						State University					
	General			Intensive			General			Intensive		
	CT	ST	US	CT	ST	US	CT	ST	US	CT	ST	US
Sex (number)												
Male	1*	2	**	0	2	1	1	1	1	1	1	2
Female	34	37		10	8	3	32	32	7	9	9	3
Age (mean)	40.4	22.3		42.7	25.6	52.5	38.1	23	31.9	33.5	21.5	38.5
Ethnicity (number)												
Anglo	24	24		10	7	3	28	28	5	9	10	4
Asian	6	6		0	1	0	0	1	0	0	0	0
Black	4	5		0	1	1	3	0	0	0	0	0
Hispanic	1	3		0	0	0	2	3	4	1	0	1
Other	0	0		0	0	0	0	0	0	0	0	0
Level of Teaching (number)												
Preschool	0	1		0	0	0	0	4	0	0	0	0
Elementary	34	33		8	8	0	33	28	3	10	9	2
Junior High	1	3		1	1	0	0	0	0	0	0	1

*Numbers will not always add up to total number of participants involved in the study due to incomplete or missing questionnaires.

**Because the university supervisors were the same for both the intensive and general samples, their data are recorded in the intensive column only.

Table 1 (cont.)

	Metropolitan University						State University					
	General			Intensive			General			Intensive		
	CT	ST	US	CT	ST	US	CT	ST	US	CT	ST	US
Senior High	0	2		1	1	0	0	0	0	0	0	2
College	0	0		0	0	4	0	0	4	0	0	0
Other	0	0		0	0	0	0	1	1	0	1	0
Number of Years Experience (number)	16.0	2.8		17.1	4.0	28.5	13.2	1.7	12.4	9.4	1.0	10.8
Father's Occupation (number)												
Educator	3	1		0	2	0	3	4	2	0	2	2
Professional	8	15		3	2	0	5	9	1	3	1	1
White collar/management	7	7		4	3	2	8	10	2	4	3	1
Skilled Labor	10	8		2	3	1	8	8	3	2	3	0
Unskilled Labor	2	1		0	0	0	1	0	0	1	1	0
Mother's Occupation (number)												
Educator	8	2		1	2	0	6	4	1	0	2	2
Professional	3	1		1	0	0	0	0	1	1	1	0
White collar/management	4	6		3	0	1	2	5	2	2	1	0
Skilled Labor	4	8		0	0	0	2	6	0	1	2	0
Unskilled Labor	0	1		0	0	0	0	0	0	0	0	0
Housewife	13	20		5	6	2	18	14	4	6	3	3
Number Brothers and Sisters (mean)	2.4	2.6		1.8	2.3	3	2.9	5.2	5.3	3.1	2.2	1.6

Table 1 (cont.)

	Metropolitan University						State University					
	General			Intensive			General			Intensive		
	CT	ST	US	CT	ST	US	CT	ST	US	CT	ST	US
Birth Order (number)												
1st	16	12		5	2	3	13	9	1	2	0	2
2nd	12	12		4	4	1	11	12	1	6	6	2
3rd	5	7		0	2	0	3	5	4	0	3	0
4th	1	4		1	1	0	5	4	0	2	1	1
5th	0	2		0	1	0	0	1	1	0	0	0
Over 5th	1	1		0	0	0	1	1	1	0	0	0
Type of Childhood Community (number)												
Rural	5	0		2	1	0	8	2	1	2	1	0
Urban	13	8		3	2	3	9	10	2	2	3	1
Suburban	9	18		4	6	1	6	13	2	3	5	1
Inner City	1	6		1	1	0	0	1	0	0	1	0
Small Town	6	5		2	0	0	9	6	3	3	0	3
*Elementary School Description												
SES (number)												
Low	7	6		1	1	0	3	4	3	1	0	1

*Data refers to Elementary School participant attended.

Table 1 (cont.)

	Metropolitan University						State University					
	General			Intensive			General			Intensive		
	CT	ST	US	CT	ST	US	CT	ST	US	CT	ST	US
Middle	25	24		8	8	4	28	24	4	8	8	4
Upper	3	9		0	1	0	2	5	1	1	2	0
Ethnicity (number)												
Predominently Anglo	19	20		9	4	3	26	12	4	7	3	4
Predominently Asian	0	0		0	0	0	0	0	0	0	0	0
Predominently Black	4	2		0	1	0	3	0	0	0	0	0
Predominently Hispanic	0	3		0	1	0	2	0	2	0	1	0
Size (number)												
Small-500 or Less	21	15		6	5	1	29	14	4	8	4	4
Medium-500 to 1500	13	24		3	5	3	4	18	3	2	4	1
Large-Over 1500	0	0		0	0	0	0	0	1	0	1	0
General Impression (number)												
Mostly Favorable	30	28		7	5	3	27	20	6	8	9	4
Somewhat Favorable	4	9		3	3	1	3	5	2	2	0	0
Neutral	1	2		0	2	0	1	4	0	0	1	1
Somewhat Unfavorable	0	0		0	0	0	2	3	0	0	0	0
Mostly Unfavorable	0	0		0	0	0	0	0	0	0	0	0

Table 1 (cont.)

	Metropolitan University						State University					
	General			Intensive			General			Intensive		
	CT	ST	US	CT	ST	US	CT	ST	US	CT	ST	US
*Junior High Description												
SES (number)												
Low	6	6		1	0	1	1	1	3	1	2	1
Middle	23	21		7	7	0	29	26	4	8	8	4
Upper	3	8		1	1	0	1	4	1	1	0	0
Ethnicity (number												
Predominently Anglo	15	14		6	2	0	19	8	3	6	1	3
Predominently Asian	0	0		0	0	0	0	0	0	0	0	0
Predominently Black	3	1		0	0	0	3	0	0	0	0	0
Predominently Hispanic	0	3		0	1	0	0	0	1	0	1	0
Size (number)												
Small-500 or Less	10	6		2	1	0	13	7	4	7	0	3
Medium-500 to 1500	19	24		5	5	1	15	20	1	3	7	2
Large-Over 1500	4	5		1	2	0	2	4	3	0	3	0
General Impression (number)												
Mostly Favorable	24	17		5	3	0	19	16	2	6	4	3
Somewhat Favorable	8	10		2	2	2	7	7	3	3	1	2
Neutral	1	4		1	3	0	0	3	1	1	2	0

*Data refers to Junior High participant attended.

Table 1 (cont.)

	Metropolitan University						State University					
	General			Intensive			General			Intensive		
	CT	ST	US	CT	ST	US	CT	ST	US	CT	ST	US
Somewhat Unfavorable	1	3		1	0	0	2	3	2	0	2	0
Mostly Unfavorable	0	1		0	0	0	2	2	0	0	1	0
*High School Description												
SES (number)												
Low	3	4		1	0	1	2	1	2	0	1	0
Middle	27	28		6	7	3	30	28	5	7	8	4
Upper	4	7		3	3	0	1	3	1	3	1	1
Ethnicity (number)												
Predominently Anglo	15	14		5	2	3	15	5	3	7	3	2
Predominently Asian	0	0		0	0	0	0	0	0	0	0	0
Predominently Black	2	1		0	1	0	3	0	0	0	0	0
Predominently Hispanic	0	2		0	0	0	0	0	0	0	0	0
Size (number)												
Small-500 or Less	6	2		1	1	1	10	3	2	4	1	1
Medium-500 to 1500	14	13		3	5	1	14	13	2	2	3	3
Large-Over 1500	15	23		6	4	2	9	15	4	4	6	1
General Impression (number)												
Mostly Favorable	25	23		7	6	4	23	20	5	6	8	2

*Data refers to High School participant attended.

Table 1 (cont.)

	Metropolitan University						State University					
	General			Intensive			General			Intensive		
	CT	ST	US	CT	ST	US	CT	ST	US	CT	ST	US
Somewhat Favorable	9	9		2	1	0	7	8	1	2	1	1
Neutral	0	3		1	2	0	1	3	1	1	0	1
Somewhat Unfavorable	1	1		0	1	0	1	0	1	1	1	1
Mostly Unfavorable	0	3		0	0	0	1	0	0	0	0	0
High School Rank (number)												
Top 2%	8	2		2	1	1	9	2	2	2	0	1
Top 10%	16	12		5	2	2	16	15	5	4	5	1
Top 25%	7	12		2	6	0	4	10	1	3	4	3
Top 50%	3	10		1	1	4	4	0	1	1	1	0
Bottom 50%	1	2		0	0	0	0	1	0	0	0	0
College Experience												
Type of College (number)												
Public	20	6		6	1	0	25	30	8	8	7	4
Private Religious	4	0		1	0	3	7	1	0	2	1	1
Private Nonreligious	11	33		3	9	1	1	0	0	1	0	0
Undergraduate Major/Minor (number)												
Elementary Education	24	16		3	2	2	25	19	2	6	8	2
Secondary Education	0	1		0	0	0	0	0	0	0	0	0
Science	3	0		2	0	0	1	1	0	0	0	1

Table 1 (cont.)

	Metropolitan University						State University					
	General			Intensive			General			Intensive		
	CT	ST	US	CT	ST	US	CT	ST	US	CT	ST	US
Math	0	1		0	0	0	1	2	0	1	1	1
English/Language Arts	14	6		2	6	1	10	8	3	4	0	0
Social Science	7	1		0	1	2	11	8	1	0	3	1
Fine Arts	1	0		0	0	0	5	2	0	0	1	1
Foreign Language	1	0		0	0	0	1	1	2	1	0	2
Other/Liberal Arts	12	17		10	5	3	4	1	4	4	2	0
Bilingual Education	0	0		0	0	0	2	1	1	1	0	0
Special Education	0	0		0	0	0	2	11	1	0	3	0
Early Childhood	1	1		0	0	0	0	1	0	0	0	0
General Impression of College (number)												
Mostly Favorable	30	28		10	7	4	19	24	5	7	8	4
Somewhat Favorable	4	6		0	1	0	12	7	3	3	0	1
Neutral	1	2		0	2	0	1	1	0	0	2	0
Number of Graduate Hours (mean)	47.4	0		33.8	20.0	82.7	25.8	15	55.8	31.6	0	45.6
Graduate Degree (number)												
Yes	15	0		5	0	4	15	0	4	7	0	4
No	20	38		5	10	0	18	29	4	3	10	1

Table 1 (cont.)

	Metropolitan University						State University					
	General			Intensive			General			Intensive		
	CT	ST	US	CT	ST	US	CT	ST	US	CT	ST	US
Type												
Master of Arts	2	0		1	0	2	2	0	2	0	0	1
Master of Science	7	0		0	0	1	3	0	0	4	0	0
Master of Education	0	0		3	0	0	9	0	1	3	0	2
Doctor of Philosophy	0	0		0	0	0	0	0	1	0	0	1
Doctor of Education	1	0		0	0	0	0	0	0	0	0	0
Current Teaching Experience												
Size of School (number)												
Small-500 or Less	4	5		1	0	0	11	9	4	1	0	1
Medium-500 to 1500	24	26		5	7	0	21	22	4	9	10	2
Large-Over 1500	7	7		4	2	3	1	0	0	0	0	2
Type of Community (number)												
Rural	0	0		0	0	0	0	0	0	0	1	1
Urban	9	13		2	4	2	16	16	4	7	3	4
Suburban	12	10		4	1	0	13	14	1	3	4	0
Inner City	13	16		4	5	2	4	1	1	0	1	0
Small Town	0	0		0	0	0	0	0	2	0	0	0
SES (number)												
Low	17	23		5	4	0	5	5	3	7	6	3

Table 1 (cont.)

	Metropolitan University						State University					
	General			Intensive			General			Intensive		
	CT	ST	US	CT	ST	US	CT	ST	US	CT	ST	US
Medium	17	15		5	6	3	22	19	3	2	2	2
Upper	0	1		0	0	1	6	6	2	1	2	0
Length of Experience (number)												
0-1	0	35		0	10	0	6	28	1	1	10	1
2-3	5	2		2	0	0	7	1	3	4	0	2
4-7	7	0		4	0	0	11	1	2	2	0	1
8-11	10	0		1	0	2	6	0	0	0	0	0
12-15	7	0		1	0	1	2	0	0	3	0	0
Over 15	0	0		0	0	0	0	0	0	0	0	0
Other Jobs Previously Held (number)												
Yes	22	27		8	9	2	23	23	7	8	8	4
No	11	10		2	1	2	10	6	1	2	2	1
a. Part time	13	20		5	6	3	16	22	4	6	9	3
Full time	11	5		3	3	0	6	3	3	1	0	1
b. Number of years (mean)	5.3	2.8		6.8	7.6	1.0	4.0	4.4	4.0	5.2	2.4	4.0

Approximately 2,350 students were seeking certification through completion of requirements at the university (the number is inclusive of graduate students, those in language arts, etc.). The State University College of Education employs approximately 152 full-time equivalent faculty members. It is located in a midsize city with some light industry. Both institutions offer bachelor's, master's and doctoral programs in education which are fully accredited by state, regional and national agencies.

Characteristics of participating elementary and secondary schools and their populations. Two school districts were involved in this study: Lakeview and Urban. (Once again, the names of these locations have been changed to ensure their anonymity.) The sixteen schools at the Lakeview site were drawn from two adjacent school districts. Fourteen participating schools are in one district, and two are from the other. Ten schools participated at the Urban location. The following section will describe briefly the pupil characteristics at all participating schools, their class and staff sizes and finally, the grade level compositions of these schools. For a more detailed description of these schools and their populations, the reader is referred to an earlier RITE report (Defino, et al., Note 11).

With regard to the characteristics of the pupils at the participating schools cultural diversity and the SES of the pupils were investigated. Cultural diversity was measured by the number of languages reported as spoken at each school. The data in Table 2 indicate that while 20 languages were spoken at the Urban schools, only three were reported as spoken at the Lakeview schools. Urban schools had both higher overall frequencies of foreign languages as well as a greater variety of languages spoken than did Lakeview schools.

Table 2

List of Languages and Number of Schools in Which They Were Spoken

	Lakeview (16 schools in sample)	Urban (10 schools in sample)
Arabic	0	2
Armenian	0	1
Bengali	0	1
Chinese	1	5
Farsi	0	1
French	2	1
German	0	1
Japanese	0	5
Korean	0	8
Laotian	0	1
Malay	0	1
Norwegian	0	1
Persian	0	1
Philipino	0	4
Samoan	0	2
Spanish	2	5
Sudanese	0	1
Tagalog	0	2
Thai	0	1
Vietnamese	0	5

The SES information from the Lakeview schools was somewhat skewed by the inclusion of the two schools in the adjacent district. Both of these schools reported that 75% of their pupils came from middle to upper income families. Of the remaining Lakeview schools, 12 reported that their children came from middle income families, while two schools reported that their pupils were from low income families. On the other hand, Urban schools reported that 11.9% of their pupils came from upper income families, 41.6% were from middle income families and the remaining 42.4% were reported to be from low income families. Therefore, both sites, on the average, seemed to consist of mostly pupils from middle and low income families, with lower incomes appearing to be slightly overrepresented.

With regard to staff and class sizes, Urban schools were somewhat larger than those schools in the Lakeview area. On the average, Urban schools contained twice as many administrators, faculty, staff and pupils than participating schools in Lakeview. Classroom size was slightly larger in the Urban schools as well. Observed Lakeview classrooms contained approximately 22.34 pupils per classroom, while those observed in the Urban schools contained an average of 28.34 pupils each. In addition Urban was a much larger district both in terms of geography and number of students.

The grade level composition of the schools varied across sites as well. The Lakeview schools showed much greater variety of grade level composition. Six participating Lakeview schools housed grades K-6; three housed K and 4-6 only; three housed K-3 only; and one each contained grades 3-5, 4-6, 5-6 and K and 3 only. Urban on the other hand reported five schools which housed K-6, two schools as preK-6, one housed K-9, one housed 7-9, and one housed grades 10-12. All 10 Urban school buildings were more than 10 years old.

In sum, the Urban schools were more culturally diverse with a greater variety of languages spoken than those in the Lakeview area. On the other hand SES seemed consistent across both sites with lower incomes somewhat overrepresented. Teacher/pupil ratios in observed classrooms indicated more pupils per classroom in the Urban schools. The sites also differed according to the grade level composition of the schools. Schools in the Lakeview area housed a greater variety of grade level combinations.

Summary

When participants were examined, it was noted that a diverse group of individuals took part in this study. The family, educational and teaching backgrounds of the participants varied greatly.

With regard to the two universities involved in the study, the teacher education programs at each institution were comparable in some areas. When individual roles and responsibilities were examined it was noted that individual roles varied only slightly. For example, state provided information for some of the support staff involved in the student teaching experience (i.e., the librarian) while Metropolitan did not. In addition, State provided the student teacher with more information about the organization of the student teaching experience while Metropolitan focused more on the curriculum to be implemented during the student teaching experience. Perhaps the most notable difference between the two institutions was with regard to the university supervisors. Where Metropolitan University shared the financial responsibility of the university supervisor salary with the school district, State University had the sole financial responsibility for their university supervisors.

The prescribed university curriculum for teacher training was also examined. Although the total number of credits needed for graduation is

comparable, two major differences were noted. First, most Metropolitan Elementary Education majors are encouraged to pursue a B.S. in General Studies. General Studies includes intensive academic work in the Humanities. State, on the other hand, requires no course work in the Humanities either in their Elementary or their Secondary Education majors. Secondly, the state where Metropolitan is located requires the completion of a fifth year of course work within seven years following graduation in order to maintain teacher certification. The midwestern state in which State University is located requires no formal course work beyond the B.S. in Education.

The final area examined at each university was the prescribed guidelines for formal observation and evaluation of student teachers. With regard to formal observations, two differences were noted. First, State provides the student teacher with two forms following an observation by the supervisor. One form is completed by the student teacher and one is completed by the university supervisor during the observation. The form completed by the student teacher is meant to serve as a means for self evaluation. Metropolitan, on the other hand, provides the student teacher only with comments from the university supervisor following an observation. The second major difference with regard to observations deals with the structure of the form itself. While the Metropolitan observation form asks for specific information, the State observation form is a blank page. At State the university supervisor is asked to fill the page with an anecdotal record of the observation. When final evaluation forms were examined slight differences were noted both in their content and structure. The State and Metropolitan final evaluation forms each provide the evaluator with statements where they are asked to rate the student teachers on a Likert-scale format. State, however, repeats these statements and asks for further comments; Metropolitan

does not. In addition, the Metropolitan form provides an entire page for additional comments whereas the State form provides minimal space for additional comments. In general, each form focuses on the same areas; (1) personal qualities, (2) instructional competencies and, (3) behavior management.

The third and final area addressed was a description of the student teaching sites. Sixteen schools participated at the Lakeview site, while 10 participated at the Urban site. Cultural diversity, SES, staff and class sizes, and grade level composition were examined. When cultural diversity was measured via the number of languages spoken at each school, Urban schools reported higher overall frequencies of foreign languages as well as a greater variety of languages. With regard to SES, both sites, on the average, seemed to consist of mostly pupils from middle and low income families, with lower incomes appearing to be somewhat overrepresented. However, staff and class sizes varied somewhat. Urban schools on the average contained more administrators, faculty, staff and pupils than participating Lakeview schools. Classroom size was also larger in Urban schools. Classrooms in the Urban setting averaged 28.34 pupils per classroom while Lakeview classrooms contained approximately 22.34 pupils per classroom. In addition, Lakeview schools housed a greater variety of grade level combinations.

Section 4

CONCLUSIONS

The preceding sections in this executive summary have presented the purposes of the study, the procedures used, and descriptions of participants and sites. The purpose of this section is to draw conclusions about student teaching from the RITE study. The section is organized according to the same outline which guided the presentation of the findings in the complete final report (Griffin, et al., Note 8). Discussion focuses upon personal and professional characteristics of the participants, change in those characteristics over the student teaching semester, the contexts of student teaching, the supervision of student teachers, outcomes of student teaching, and teaching. Additionally, conclusions suggested by aggregates of findings are presented. (Detailed findings regarding the components of the RITE study can be found in Griffin, et al., Note 8).

Personal and Professional Characteristics of Participants

This study of student teaching integrated a number of instruments designed to measure the degree of presence of certain professional and personal characteristics of student teachers, cooperating teachers, and university supervisors. The constructs studied included empathy, flexibility, self-esteem, locus of control, conceptual level, cognitive style, vocabulary, educational preference, concerns about teaching, expectations, performance, satisfaction, and perceptions of work life. Certain of the instruments were administered on several occasions, others only once. Thus, for several of the constructs it is possible to examine participant change over time.

In general, there were few site differences across the range of constructs measured by the study. State University participants were more progressive in their educational philosophy whereas Metropolitan University

participants were more empathic. Also, Metropolitan cooperating teachers report greater flexibility than their State role counterparts.

Regarding sample differences, intensive versus general, there were no systematic differences. This finding lends support to the generalizability of the findings derived from the in-depth data collected from the smaller intensive sample. (These data included interviews, journals, and observations of teaching.)

The participants differed by role on only a few of the constructs. In terms of concerns, the differences were conceptually related to concerns theory in that student teachers were more concerned with others' perceptions of personal adequacy than were cooperating teachers or university supervisors. This pattern persisted in the greater concern for task expressed by cooperating teachers. For other characteristics there were few differences. Across role groups the participants reported similarly high self-esteem, empathy, strong internal locus of control and progressive educational preference.

The cognitive abilities of the participants, on the other hand, were discovered to be markedly different. Of particular interest was the finding that student teachers scored very low on the vocabulary measure (at about the 15th percentile of the norm reference group), cooperating teachers at about the mid-point, and university supervisors at the 63rd percentile. If one considers vocabulary an indicator of general intelligence, their performance on the vocabulary measure suggests that student teachers have much weaker cognitive skills than teachers already in teaching. (This speculation was reinforced when participants reported their high school class standings.) The conceptual level measure scores illustrated another difference in that the university supervisors' scores were significantly higher than either the

cooperating teachers' or the students teachers'. (It should be noted that all participants' conceptual level scores were low.)

Several conclusions can be drawn from these findings. First, although one could hypothesize that, almost by definition, participants in student teaching would differ by role, this, for the most part, was not the case for subjects in this study. Participants, with the exception of certain concerns and cognitive measures, were more alike than different. Second, the concern expressed in professional and lay circles regarding the cognitive ability of new teachers was partially reinforced by the scores of student teachers on the vocabulary measure included in this study. Third, although both the university and the public school settings differed dramatically on certain demographic variables, the participants were more alike across the settings than they were different. This leads to the additional conclusion that, in this study, with few exceptions the teaching force at both preparatory and career levels is more similar than different.

Participant Change

Testimony from teachers and teacher educators suggests that the student teaching experience is a powerful intervention. It was informally hypothesized by the RITE research team that this intervention would result in participant change regarding the personal and professional constructs given attention by this study. To examine change six of the instruments were administered more than once during the student teaching semester and repeated measures analyses were conducted separately for each participant group.

Each of the participants experienced some limited change over the course of student teaching on a few of the variables. The student teachers demonstrated the most change, followed by the cooperating teachers and, finally, by the university supervisors. The last group was the most stable.

Among the changes observed were the decrease in concerns for all participants, the increase in flexibility for student and cooperating teachers, and the trend toward increased conservatism regarding educational philosophy by both student and cooperating teachers. These were the only significant changes noted.

It can be concluded that participants in this study changed modestly in terms of three of the constructs included in the present study (concerns, flexibility, educational preference). For other constructs, however, there were no changes noted across the sample. This leads to the speculative conclusion that the student teaching experience, at least for this group of participants, was not powerful enough to alter what may be deep-seated personal and professional characteristics. It is important to keep in mind that the general impression of student teaching as an effective purposeful intervention has been conventional wisdom for many years and has seldom been subjected to rigorous scrutiny. The findings from the present study suggest the need for refinement and reexamination of this impression.

The Context of Student Teaching

The universities and public school sites which provided placements for student teachers in this study differed on several institutional and demographic variables. Differences were noted in terms of ethnicity of students, busing as a desegregation device, school neighborhood characteristics, parent attitudes, and special programs for pupils. Differences in the university contexts were noted for student teaching placement practices, certification procedures, requirements for student teaching activities, selection and training of university supervisors and cooperating teachers, and role requirements for cooperating teachers.

The findings regarding the contexts of student teaching suggest several conclusions. First, although the elementary and secondary school contexts provide evidence of sharp differences in terms of certain demographic and institutional variables, there are few such parallel differences in the personal and professional characteristics student and cooperating teachers bring to them. The issue of the effects of match/mismatch between teachers and settings is raised by this conclusion. Second, the character of the school setting seemed to have minimal impact upon the student teaching experience. Third, the character of schooling across settings was observed to be more similar than different. Fourth, the university contexts demonstrated like characteristics with principal differences vested in the role of the university supervisors.

These conclusions promote the understanding that, despite context differences, student teaching moves ahead in similar patterns across settings. This raises the question of whether student teaching, in its practices and protocols, has developed a set of implicit guidelines and operating principles which drive the experience despite the apparent differences (and related differential needs and expectations) in the contexts in which it occurs. This statement should not be taken to mean that there were not <u>any</u> differences in practice across settings, only that the differences were not dramatic or apparently systematically planned to "fit" the sites.

One major context difference was found in relation to the university supervisor role. At Metropolitan the supervisor shared membership in both the university and the school system organizations. The supervisor position was a specific role in the school system and persons who aspired to it went through similar selection procedures to those customarily associated with other school system administrative/supervisory positions. The supervisor was then

appointed to the faculty of the Department of Teacher Education. At State the supervisor was typically a graduate student with little, if any, institutional membership in the school system. The observations of the RITE research team lead to the conclusion that the dual membership at Metropolitan resulted in university supervisors who were more aware of the formal and informal norms of both the university and public school settings. Also, the Metropolitan supervisors appeared to be more knowledgeable about the student teachers due to prior experiences in providing demonstrations and limited clinical experiences for them. This was especially apparent in the activities and judgments demonstrated as a consequence of placing students in particular schools and classrooms. (Although it was thought that this dual membership might result in a markedly different knowledge base for guiding student teaching from the supervisor's position, such appeared not to be the case.)

Supervision and Formative Evaluation of Student Teachers

A critical aspect of any program of clinical education is the supervision process. In the student teaching experience the supervision of the prospective teacher is undertaken principally by his/her cooperating teacher and, to a lesser extent in terms of contact if not influence, the university supervisor. The character of the supervision is considered by most teacher educators as the most important feature of the student teaching experience.

The findings of the present study suggest several conclusions regarding this sample and its supervision interactions. First, the supervision is dominated by the cooperating teachers. This dominance was observed in terms of process (the cooperating teachers led the student teachers through the semester by assuming the major role in conference conversations and the student teachers aquiesced) and product (the cooperating teachers introduced

the topics of conference conversation and the student teachers followed the leader).

Second, supervision interactions were characterized as being situation-specific and temporally immediate. That is, the conversation of supervision conferences dealt with events in a particular classroom at a particular point in time. Very rarely did the talk between cooperating teacher and student teacher focus upon what might be called alternate means of understanding and treating classroom events.

Third, two quite different orientations seemed to guide cooperating teachers as they moved through the experience with their student teachers. On the one hand, some cooperating teachers took the view that "the student teacher needs to learn my way of conducting instruction," the implicit assumption being that this was the reason that the person had been selected to be a cooperating teacher. On the other hand, some cooperating teachers tried to provide opportunities for the student teacher "to find his/her own way of teaching," the implicit assumption being that there is an optimal "comfort level" of teaching and the student teachers needed to find it.

Fourth, it can be concluded for the participants in this study that there was little attention paid to using (or inventing) a codified knowledge base which could or would guide the student teacher as he/she began the work of teaching. For example, the supervisory interactions focused in large measure upon classroom management but this was more from a "let's see if this works" stance than from a rationale which supported certain research-derived management procedures. There were few instances of references to learning theory, conceptualizations of instruction, curriculum paradigms, the nature of child growth and development, and the like.

Fifth, the supervision observed and analyzed for this study did not attend to the role of the teacher beyond immediate and specific classroom participation. That is, interactions with other educational professionals, the nature of teaching as work, the role of teacher as institutional decision maker, and other non-instructional role specifications were not attended to.

Sixth, it was somewhat surprising to note that the talk about student teaching (as opposed to classroom teaching) as a process was limited. Roughly four times as much talk was devoted to classroom events as was devoted to the activities, protocols, and requirements of the student teaching experience.

Seventh, student teachers overwhelmingly reported satisfaction with the student teaching experience and approval of their cooperating teachers' roles in that experience. This was a more positive response than student teachers reported in relation to the work of their university supervisors who were seen as people who could have been more helpful.

Eighth, the participants in this study saw the experience largely in interpersonal terms rather than professional or institutional ones. The supervisory conferences, journal entries, and interviews of subjects testified again and again to the dominance of the affective response as a criterion area for judging the experience. Student teachers liked the experience "because the cooperating teacher was so warm and welcoming." Cooperating teachers noted that their student teachers were successful "because they were so good with and to the children." University supervisors saw their roles as being "someone the student teacher can come to for any reason whatever." And so on. These rather global ratings of others' affective personae stand in marked contrast to the situation-specific, time-bound, classroom-related talk which dominated the supervisory interactions of cooperating teachers and student teachers.

Last, analysis of the data from supervision conferences reveals the relative dearth of evaluative comments. As noted earlier in this report, it is possible that the broaching of a subject carried an implicit evaluative statement. If so, the evaluation of student teachers focused, in this study, primarily on materials of instruction and lesson methods, the two dominant content themes of supervision conferences.

Outcomes

As discussed in Section 2 of this summary, there is little public agreement as to what the outcomes of student teaching should be. This lack of agreement was problematic for the present study in that it was necessary to decide from an array of possibilities what outcome measures should be used to determine what constitutes "effective" student teaching.

Four outcomes were included in the study: perceptions of members of triads of their colleagues' performance, satisfaction with the experience, the degree to which expectations were met, and institutional evaluations. These outcomes were assessed independently and also correlated with the personal and professional characteristics scores noted above.

It can be concluded that participants in this study were generally satisfied with their experiences. Also, expectations for the experience were either met or exceeded across the sample of subjects. The performance ratings also indicated a generalized self-reported belief that individuals performed skillfully, as did triad colleagues.

Institutional evaluations were characterized by high ratings and a lack of variability. This condition can lead to one of two conclusions. Either the student teachers in this study were exemplary in person and performance or the institutional evaluation systems (and the procedures by which they are used) are in need of refinement in order to discriminate among large numbers

of prospective teachers for the purpose of making decisions about rewards (e.g., grades) and subsequent appointments to teaching positions. Grade inflation is a commonly-expressed theme among teacher educators. It seems from the data collected for this study that that theme continues to be in need of systematic and rigorous attention.

The statistical manipulations of the outcome measure scores allow the conclusion that expectations, satisfaction, performance rating by self and others, and institutional evaluations are significantly and/or positively related to one another. This, then, leads to the conclusion that there may be a pervasive "ethos" associated with student teaching; a transcendent set of implicit beliefs and values that guides and directs the practice and evaluation of student teaching experiences. As noted elsewhere in this report, there appears to be a lack of a systematic, codified knowledge base but there also seems to be a persistent belief that student teaching is rooted in positive interpersonal relationships and focused upon specific situations in specific classrooms at specific times. Perhaps expectations, satisfaction, performance ratings, and evaluation forms are tapping this latter set of possible implicit protocols rather than depending upon agreement about what generic knowledge, skill, and values should be made present to student teachers.

For this study, it can be concluded that empathy is a consistent predictor of the four outcomes. (This is conceptually consistent with the hypothetical conclusion noted immediately above.) To a lesser extent, self-esteem was also related to subsets of the outcome variables.

Cognitive constructs are not related to the outcome measures used in the present study. Of particular interest and some surprise was the lack of a relationship between verbal facility (as indicated by vocabulary) and outcome

measures for a workgroup whose principal mode of interaction is the spoken and written word. As suggested above, there is a possible connection between the affective and interpersonal and a successful student teaching experience. Examination of written documents, journal pages, and scores on the vocabulary measure validated the results of statistical procedures which demonstrated no significant relation between language and positive outcomes.

From a variety of subsets of data examined for this study it can be concluded that the attention given to desired outcomes for student teaching is fragmented and lacking in both systematic thought and development of appropriate technology. Although there may be an overriding and agreed-upon system of thought regarding what should occur as a consequence of the student teaching experience, the present study did not find it articulated. What was found was a variety of perceptions, some formal in the form of institutional policy/program statements and some informal in the form of individual cooperating teachers' expectations. Certainly, the adequacy of the technology to evaluate the experience can be questioned in terms of an undergirding knowledge base and the narrow range of the final evaluations themselves.

Teaching

Student teachers and cooperating teachers were observed in teaching situations as part of the study. These observations took the eventual form of systematic narratives of classroom life and were coded using a system designed specifically for this purpose by RITE staff.

It is assumed by most that a desirable student teaching experience is one in which the student teacher assumes incrementally more responsibility for instruction under the guidance of an expert on teaching. The observation data provide some evidence that this occurred although not to the extent that one might expect.

It can be concluded that student teachers, in general, assumed teaching duties by beginning with small group instruction (usually in reading) and moved into whole group instruction (again, usually in reading). The number of days and weeks that passed until this occurred, however, was variable. Although one of the universities in the study had a so-called "pacing guide" suggesting a natural sequence, there was little evidence that this guide was influential upon practice. The situation (the nature of the classroom in interaction with the estimated ability of the student teacher) seemed to be the principal variable affecting this differential rate of assumption of teaching responsibilities.

Also, the numbers of instances in which the research team was able to observe student teachers in full command of an entire class were few. Cooperating teachers were seldom absent from the classroom and when present were most often engaged in instruction or in monitoring student behavior even while the student teacher was nominally in charge of instruction. This conclusion is not surprising when one considers certain professional and societal phenomena. The move toward accountability of teachers for outcomes of students on a one-to-one basis was mentioned by several cooperating teachers as reasons for "holding onto the reins" in the classroom. The stress currently being placed upon acquisition of basic skills was also noted by cooperating teachers as reason enough to "grab every minute of instructional time you can." As has been noted elsewhere, the belief by cooperating teachers that they are ultimately responsible for what happens in the classroom (and the outcomes of those happenings) causes many of them to be reluctant to give a neophyte teacher complete control of classroom events. For these reasons and others we conclude that the cooperating teachers in this study acted in a conserving manner and provided fewer opportunities for

student teachers to assume (and become familiar with) full responsibility than might be expected or, in fact, desired.

Cooperating teachers and student teachers, both within group and across groups, demonstrated little variation in teaching practice. This is not surprising in terms of specific dyads of cooperating teacher and student teacher in that one would assume a certain amount of modelling effect. It is surprising, however, to note so little across the groups in that the teaching was being carried forward in markedly different settings. As noted in the discussion of context, it is concluded that teachers in this study are more alike than they are different. This conclusion is reinforced by the prevalent basic skills thrust of instruction in the sample classrooms. Reading and language arts dominated instruction with mathematics a somewhat distant second. The typical pattern of small group, teacher-led instruction followed by seatwork was found in almost every classroom with some attempts at individualization also observed. Although there are certainly alternate modes of conducting reading instruction, one would expect to see less variability there than in, for example, social studies instruction. Although it is possible to speculate that the classroom observations occurred at times when skills instruction would dominate, testimony of subjects provides further evidence that little beyond skills was part of the practiced curriculum in the settings.

In terms of management of student behavior, it can be concluded for the subjects in this study that this aspect of teaching deteriorated during the course of the semester. That is, although rates of inappropriate behaviors by students remained relatively stable over the semester, students complied less often with requests made by cooperating and student teachers. In addition, teachers reacted less often to inappropriate behavior over the semester.

Without a control group of subjects, however, we are unclear as to whether this is a function of having a student teacher in the classroom or a naturally occurring phenomenon embedded in the dailiness of classroom life.

From data sets drawn from interviews, audiotapes of supervision conferences, and observations of teaching, it can be concluded that there is little knowledge among this sample regarding the past decade's research findings regarding "effective" teaching. That is, those teaching behaviors consistently correlated with positive pupil outcomes. The relations between certain teaching behaviors and pupil outcomes were seldom, if ever, discussed or substantiated in research terms. The practices which were promoted were rooted in an implicit assumption that one should do "what works" with little reference to a criterion for determining effectiveness. The practices observed were only sporadic in their match with the body of knowledge about effective teaching. And the expectations for student teachers held by cooperating teachers were seldom marked by specific teaching behaviors which were considered desirable from a research justification.

Research Procedures

The study reported herein used multiple methods, examined practice in a variety of sites, and employed quantitative and qualitative analytic procedures. The difficulties associated with this methodological complexity are great. The yield, however, is also great.

We believe that the use of multiple data sources is crucial to obtain as true a picture of classrooms and teachers as possible. In particular the use of multiple qualitative data sources in this study pointed out discrepancies in how student teaching activities were carried forward and how they were viewed by participants. This incongruity may not have surfaced had only a

self-report method been used in place of collecting data about the actual event itself.

The way in which the qualitative data were organized and eventually reduced could be generalized to other studies where such data sources as interviews, conferences, journals, and observations are used. In particular, studies which focus on teachers and their professional work could find these systems of analysis particularly helpful.

Through the development of the methods for analyzing the qualitative data, the following theme emerged which might guide others who attempt to study classrooms: Researchers must allow the nature of the data to give rise to the researchers' schema for analysis, the argument here is to delay interpretations until the data have had an opportunity to "speak for themselves."

In addition, steps must be taken to ensure as much validity and reliability as possible in the collection and analysis of qualitative data. These steps include training those who are to collect the data to acceptable levels of agreement, training those who are to analyze the data to acceptable levels of agreement, building in follow-up checks to see if quality is maintained over time, taking adequate amounts of time and thought to permit coding schemes to be derived from careful and intensive examination of the raw data, and so on.

Discussion of Conclusions

The discrete findings in the chapters preceding this one and the conclusions drawn here suggest some overall impressions of student teaching as it was observed for this study. These statements are less precise in nature and dependent upon aggregating sets of findings such that relatively global judgments can be made about the experience.

First, the disciplined inquiry into schooling in general and teaching in particular which has characterized the past several decades has apparently made little impact upon the policies and practices of student teaching, at least for the institutions and subjects included in the present study. The growing understanding of what teaching behaviors are associated with pupil outcomes was conspicuous by its absence. The relation of the teacher and the workplace received little disciplined attention. The nature and kind of curriculum options available for teachers appeared to be assumed as narrow and restrictive. The range of roles which could be assumed by pupils in classrooms was likewise assumed as narrow (i.e., passive receiver of knowledge and skill).

Second, participants in the student teaching experience as observed in this study can be characterized as dedicated, well-meaning, and caring individuals who base their actions in a service orientation. That is, the cooperating teachers and university supervisors operate out of a perspective which promotes the well-being and comfort of the self rather than one which acts upon a set of carefully articulated performance standards for professional practice. A persistent attention to creating a "satisfying" set of learning opportunities for prospective teachers is necessary, of course, but may be insufficient in terms of helping these same students of teaching become expert in relation to providing instruction for learners.

Third, student teacher participants in this study were exposed to situation-specific teaching strategies rather than to options for selection decisions. The cooperating teachers seldom acknowledged that a given problem or issue in the classrooms could be treated in a variety of ways dependent upon judgments about characteristics of the students or the problem. To a degree, this is understandable when one realizes that the cooperating

teachers' dominant concerns were for the elementary and secondary pupils in classes. To the extent that the student teachers will go on to assume teaching responsibility for same or very similar classroom groups, this practice may make some sense. However, given the possible range of school situations which could be faced by prospective teachers, it seems inadvisable to restrict their options during what is an important apprentice period. (Metropolitan University requires two semesters of student teaching and teacher educators there note that placements are often differentiated for the reasons articulated here.)

Fourth, awareness of policies, expectations, purposes, and desirable practices is not widespread across participants in the student teaching experience. It was rare that university- and school-based teacher educators agreed upon, or could even articulate, the policies and practices which were supposed to guide student teaching. (At the level of procedures [e.g., completing a final evaluation form, meeting schedules, etc.] there was greater awareness and agreement.) It was rare when a student teacher, cooperating teacher, or university supervisor reported knowledge about the institutional formalities which should be in place in any of the settings.

Fifth, there was only minimal evidence that the student teaching programs studied were integrated substantively or ideologically into the university preservice programs of instruction. There appeared to be no carefully conceptualized "point of view" driving the experiences. The best example of an articulated program was in certain of the school-based methods courses provided by university supervisors at Metropolitan University. When questioned, student teachers had difficulty articulating relationships between their student teaching and their other professional learning opportunities. Further, it was common for cooperating teachers to state the position that it

was up to them to provide instruction in teaching as opposed to "the theory that they (student teachers) get at the university." Needless to say, knowledge of "theory" was not seen by most participants as valuable for the execution of practice.

Sixth, there were few instances of demonstrated policy, practice, or personal linkages between the university and the public school settings. Although the school districts had been serving as student teaching sites for the universities for many years, the participants in this study provided little testimony regarding any systematic relationships between the institutions over time. The most common theme was that the student teachers provided the relationship. In the case of Metropolitan, this conclusion must be modified somewhat in that the university supervisors were longstanding members of both institutions although the impact of that relationship appeared to be principally upon the student teachers rather than upon the schools and systems as organizations.

Seventh, the student teaching experience can be characterized somewhat as the teaching profession has been--as a "lonely" occupation. In the same way that practicing teachers tend to be isolated from their colleagues by the nature of the school organization and by the ways in which schools have been designed, the student teacher-cooperating teacher dyad appears to be isolated from other dyads and, indeed, from other cooperating teachers and student teachers. (This, of course, is less so for student teachers who are typically required to meet in groups for purposes of auxiliary instruction.) It was very rare that cooperating teachers reported working together with other cooperating teachers in a peer group. Student teachers, likewise, reported few interactions around the topic of student teaching outside of their immediate involvement with a particular cooperating teacher.

Eighth, the student teaching experience as a "gatekeeping" or sorting function appears to be functioning minimally. The absence of public and enforced standards of performance more than likely contributes to the fact that few of the student teachers in this study were deemed to be less than satisfactory. Only one student teacher was counseled out of the program. Very few student teachers received average ratings by cooperating teachers or university supervisors. Observations, interviews, and questionnaire responses suggested to RITE staff that use of a more finely-tuned system of supervision and evaluation would have provided university officers and potential employers with more useful information regarding the degree of teaching success demonstrated by student teachers.

Last, there is still a host of questions to be answered about the student teaching experience. These questions include the individual (e.g., what are the consequences of differential "profiles" of personality characteristics upon the prospective teacher), the institutional (e.g., what are the primary sources of the dichotomy of perspectives held by school-based and university-based teacher educators), the professional (e.g., what role in preservice teacher education could be played by teacher organizations), the ideological (e.g., do particular "world views" influence student teachers' classroom activity), and the societal (e.g., what cultural variables are most influential upon a prospective teacher's decisions about teaching).

This report has presented findings and conclusions drawn from a large-scale study of preservice clinical teacher education. The study has provided the field with a comprehensive descriptive statement about what many consider to be the most valuable and influential component of professional teacher education. It is hoped that the overall report and its specific aspects will be used by researchers and practitioners as we continue to work

toward ever more effective and thoughtful ways of providing high quality teaching to the communities of this nation.

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CLINICAL PRESERVICE TEACHER EDUCATION REPORTS

These reports were produced as a consequence of the study of student teaching reported in this executive summary. They can be ordered from Communications Services, Research and Development Center for Teacher Education, EDA 3.203, The University of Texas at Austin, Austin, TX 78712.

#9025 Griffin, G., Barnes, S., Hughes, R., Jr., O'Neal, S., Defino, M., Edwards, S., & Hukill, H. Clinical Preservice Teacher Education: Final Report of a Descriptive Study. $10.50

#9007 Griffin, G.A., Hughes, R., Jr., Defino, M.E., & Barnes, S. Student Teaching: A Review. $2.75

#9014 Defino, M.E. Rite Observer Manual for Use in Clinical Teacher Education Settings. $3.00

#9015 Griffin, G.A., & Edwards, S. Student Teaching: Problems and Promising Practices. $4.50

#9020 Hughes, R., Jr., & Hukill, H. Participant Characteristics, Change, and Outcomes in Preservice Clinical Teacher Education. $7.25

#9021 Hughes, R., Jr., Griffin, G.A., & Defino, M.E. Personality Factors in the Student Teaching Triad. $1.50

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